

A Guide to Using the PACT Sample Items

Grades 4 and 5



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INTRODUCTION

A Guide to Using the PACT Sample Items—Grades 4 and 5 is provided as a resource for teachers and test administrators who will be working with students taking grades 4 or 5 PACT tests. The sample items are intended to be used prior to PACT testing. The Sample Item Guide reviews the test administration procedures for each PACT test—information that you may want to discuss with students before PACT testing begins.

The sample items **do not** have to be administered in a “formal test setting.” You may prefer to use the sample items in an interactive, instructional setting. For example, you may choose to work through and/or discuss each sample item with the students as a class.

After you have finished using the sample item materials with students, collect the materials and return them to the School Test Coordinator prior to the beginning of the regular PACT administration.

DESCRIPTION OF THE SAMPLE ITEM MATERIALS

There is one sample item booklet for grades 4 and 5 containing the following pages:

- a cover with the student name field;
- the English language arts (ELA) “Time to Write” directions followed by a reading passage and two sample items (one multiple-choice and one constructed-response);
- two mathematics sample items (one multiple-choice and one constructed-response);
- two science sample items (one multiple-choice and one constructed-response);
- two social studies sample items (one multiple-choice and one constructed-response).

PURPOSE AND USE OF THE SAMPLE ITEMS

The overall purpose of the sample items is two-fold:

1. **to familiarize students with the general types of item formats that they will encounter on the PACT tests.**

The PACT ELA, mathematics, science, and social studies tests include two general item types: multiple-choice and constructed-response. The sample items for each content area include an example of both item types. In addition, the grades 4 and 5 PACT ELA tests include one extended writing item (“Time to Write”). The ELA sample items include the “Time to Write” directions, but they do not include a sample topic or prompt for extended writing.

2. **to familiarize students with how they should mark or write their responses to the PACT items.**

The responses to the sample items, similar to those for the PACT tests, are marked directly in the sample item booklets. For each multiple-choice item, students darken a bubble for the answer. For each constructed-response item, students write their answers on one or more lines. For the sample constructed-response mathematics item, students must also show their work in a designated space.

CAUTIONS REGARDING THE USE OF THE SAMPLE ITEMS

In using the sample items with your students, it is important to keep in mind the cautions listed below.

- The sample items are intended to provide examples of the general types of item formats that may appear on the PACT tests. They are not intended to represent the range of content or difficulty level on the PACT tests.
- Accordingly, the sample items should not be viewed as a “mini-test.” The sample items cannot be used to diagnose student weaknesses or to predict student performance on the PACT tests.

TEST ADMINISTRATION PROCEDURES

General Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 4 and 5 PACT tests*. You may want to discuss these procedures with students before or after using the sample items.

- The PACT tests are not timed. Students should try to answer all of the test questions.
- Students will mark or write their answers directly in the test booklet. If they want to change an answer, they should make sure they do a good job of erasing the first answer they marked or wrote.
- Students should work quietly. They should not talk or answer any test questions out loud.
- The PACT tests are secure documents. The test administrator may answer questions about the test directions, but may not discuss the content of specific test questions before, during, or after the tests.
- The use of cover sheets is optional. If you plan to have students use cover sheets, you may discuss their use.

Coding of Student Names

If students will be coding their names on the front covers of their test booklets, you may have them practice doing so on the front cover of the sample item booklet using the directions that follow. Read aloud what is printed in the shaded “SAY” boxes.

SAY:

Look at the front cover. Find the section labeled “STUDENT’S LAST NAME.”

PAUSE. Hold up a sample item booklet and point to the appropriate place.

SAY:

Print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

PAUSE while students write. Provide help as needed.

SAY:

In the section labeled “STUDENT’S FIRST NAME,” print each letter of your first name. Do not print a nickname or shortened first name.

In the box under “MI,” print the first letter of your middle name.

PAUSE while students write. Provide help as needed.

SAY:

Now go back to the box where you wrote the first letter of your last name. Darken the appropriate bubble under each letter of your last name. Then darken the bubbles for the letters in your first name and for your middle initial.

PAUSE and provide help as needed.

ELA Test Administration Procedures

Listed on the following page are procedures *that apply to regular administrations of the grades 4 and 5 PACT ELA tests*. You may want to discuss these procedures with students before or after using the ELA sample items.

The ELA test is administered over two days. On Day 1, students are given pencils, test booklets, lined scratch paper for graphic organizers and rough drafts, and paper to use as a cover sheet (optional). The test administrator reads the “Directions for Completion of Test Booklet Covers” in the *PACT Test Administration Manual*.

Day 1

- Students **can** use a dictionary and a thesaurus on Day 1 of the ELA test.
- On Day 1, the test administrator tells the students to turn to page 2 and darken the bubbles indicating the time they begin Day 1 of the ELA test.
- The test administrator reads aloud the “Time to Write” topic and directions. After students’ questions are answered, students work on their own to complete Day 1 of the ELA PACT test.
- The students must write their “Time to Write” responses on the lined pages provided in the test booklet. They cannot add any pages to their test booklets.
- Students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses, but their final draft must be written in the test booklet.
- Students will see a stop sign at the end of the Day 1 test. The students may go back to check their Day 1 work but they may not turn past the stop sign in the test booklet.
- When they have finished checking their Day 1 work, students then turn to page 2 and darken the bubbles indicating the time they finished the Day 1 test.

Day 2

- Students **cannot** use a dictionary or thesaurus on Day 2 of the ELA test.
- Students are told that they will be taking Day 2 of the English language arts test. The test administrator reads the directions for taking the test and asks students if they have any questions.
- The test administrator tells the students to find the box labeled “Day 2 Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- After questions are answered, the test administrator tells the students to open their test booklet to Day 2 and begin taking the test. Students complete the Day 2 test on their own.
- Students will see a stop sign at the end of the Day 2 test. The students may go back to check their Day 2 answers but they may not go back to check their Day 1 work.
- When the students have completed Day 2 of the test, they turn back to page 2 and darken the appropriate bubbles that show the time they finished the Day 2 test.

Administration of ELA Sample Items

For regular administrations of the grades 4 and 5 PACT ELA test, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the ELA Sample Items for grades 4 and 5. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Open your booklet.

You should read the “Time to Write” directions aloud and review them thoroughly with the student. The ELA Sample Items do **not** include a “Time to Write” topic. The “Time to Write” directions, however, are printed as they will appear in the PACT ELA test booklet.

Students must write their “Time to Write” responses on the three lined writing pages in the test booklet. They **cannot** add any pages to their test booklets.

The students may use lined scratch paper for a graphic organizer or a rough draft of their “Time to Write” responses. The final drafts must be written on the lined pages in the test booklets. **Graphic organizers, rough drafts, and additional pages will not be scored.**

SAY:

Now go to page 3.

(PAUSE)

SAY:

Read the passage. Then answer questions 1 and 2 on page 4.

For question 1, you will fill in the bubble next to your answer.

For question 2, you will write your answer on the lines.

PAUSE to allow students to read the passage and answer the questions. Then review the answers with the students. If needed, you may refer to the Answer Guide on page 13 for the answers to the ELA questions.

Make sure that the students marked their answers appropriately. For question 1, the students should darken the bubble for the answer. The bubble should be completely darkened, and only one bubble should be marked. Explain to the students the importance of darkening only the bubble for their answer. Tell students that they should **not** write or make any mark close to the answer bubbles. Since questions like this on the PACT tests are scored by machine, students must mark their answers carefully.

For question 2, the students should write their answers on the lines. Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive up to 2 points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 13.

Mathematics Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 4 and 5 PACT mathematics tests*. You may want to discuss these procedures with students before or after using the mathematics sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to do any scratch work.
- The students will receive a cardboard ruler to use during the test. Those taking a grade 5 mathematics test will also receive a cardboard protractor.
- Students are not allowed to use a calculator for any part of the test.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the math test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Mathematics Sample Items

For regular administrations of the grades 4 and 5 PACT Mathematics tests, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Mathematics Sample Items for grades 4 and 5. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Go to page 5 in your booklet.

(PAUSE)

SAY:

Read and answer problems 1 and 2.

**For problem 1, you will fill in the bubble under your answer.
For problem 2, you will show your work and write your answer on the line.**

PAUSE to allow students to answer the question.

When students have marked their answers, review the question and answer. If needed, you may refer to the Answer Guide on page 13 for the answers to the math questions.

Make sure that the students marked their answers appropriately. For problem 1, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

Remind the students that there is space on the page for them to work the problems.

For problem 2, make sure that the students showed their work in the space provided and wrote their answers on the line labeled “Answer.” Emphasize the importance of both showing the work and writing the answer in the right place on the page.

Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after some questions on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students would receive 2 points if they showed their work correctly and wrote the correct answer on the line. Even if a student writes the correct answer, he or she must show the correct work in order to receive all of the points. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 13.

Science Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 4 and 5 PACT science tests*. You may want to discuss these procedures with students before or after using the science sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to write notes or do any scratch work.
- For some constructed-response items, students will write their answers on lines. For other items, students may be required to complete a table, construct a graph, or draw and label a diagram.
- Students are not allowed to use a calculator or reference materials such as a dictionary or encyclopedia.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the science test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Science Sample Items

For regular administrations of the grades 4 and 5 PACT Science tests, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Science Sample Items for grades 4 and 5. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

SAY:

Turn to page 6 in your booklet.

(PAUSE)

SAY:

Read and answer questions 1 and 2.

Question 1 is found on page 6 in your booklet. For question 1, you will fill in the bubble next to your answer.

Question 2 has two parts. Part a is found on page 7 in your booklet. Part b is found on page 8 in your booklet. For question 2, you will write your answers on the lines provided for each part.

PAUSE to allow students to read and answer the questions.

When students have marked their answers, review the question and the answer with the students. If needed, you may refer to the Answer Guide on page 14 for the answers to the science questions.

Make sure that the students marked their answers appropriately. For question 1, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

For question 2, make sure that the students wrote their answers on the lines provided. Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after the constructed-response items on the PACT tests. These numbers tell how many points students can receive for answering the questions correctly. For a question like this on the PACT test, students could receive a total of 4 points if they correctly answered both parts of the question (i. e., correctly described how two objects could be used to build a tool that makes sound of send signals.) The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 14. Note that a student must address all parts of the task appropriately to receive the top score.

Social Studies Test Administration Procedures

Listed below are procedures *that apply to regular administrations of the grades 4 and 5 PACT social studies tests*. You may want to discuss these procedures with students before or after using the social studies sample items.

- The test administrator will read directions before students begin working on the test.
- There is space in the test booklet for students to write notes or do any scratch work.
- Students are not allowed to use any reference materials such as dictionaries or encyclopedias.
- The test administrator tells the students to find the box labeled “Start Time” on page 2 of their test booklet. The students are told to darken the bubbles indicating the time they are beginning the test.
- Students work independently to complete the social studies test.
- When the students have completed the test, they turn back to page 2 and darken the appropriate bubbles showing the time they finished the test.

Administration of Social Studies Sample Items

For regular administrations of the grades 4 and 5 PACT Social Studies tests, you must use the directions as written in the appropriate administration manual. The following directions – similar to the regular PACT administration directions – may be used to administer the Social Studies Sample Items for grades 4 and 5. Please note that these directions are provided as a guide only. You may adapt them for use in your classroom as desired.

Grade 4

SAY:

Go to page 9 in your booklet.

(PAUSE)

SAY:

Read and answer question 1. For question 1, you will fill in the bubble next to your answer.

Grade 5

SAY:

Go to page 10 and 11 in your booklet.

(PAUSE)

SAY:

Read and answer question 1. For question 1, you will write your answer on the lines provided for all parts of the item.

PAUSE to allow students to read and answer the questions.

When students have completed these items, review each question and the answer. If needed, you may refer to the Answer Guide on page 15 for the correct responses to the social studies questions.

Make sure that the students marked their answers appropriately. For multiple-choice items, the students should darken the bubble for the answer. Explain to the students the importance of darkening only **one** bubble for their answer and that this bubble must be completely darkened. Students must mark their answers carefully since the PACT tests are scored by

machine. Caution the students that they should not make extra marks or write too closely to the answer bubbles.

For constructed-response items, make sure that the students wrote their answers on the lines provided. Point out the number in brackets at the end of the question. Explain that numbers in brackets appear after constructed-response items on the PACT tests. These numbers tell how many points students can receive for answering the question correctly. For a question like this on the PACT test, students could receive a total of 3 points for a complete, correct response. The rubric that will be used to score the constructed-response item is given in the Answer Guide on page 15.

ANSWER GUIDE


ELA Sample Item Answers

1. flourish
2. The red snow is caused by red algae. The snow looks red when large quantities of red algae are on it.

Scoring Rubric

- 2 points = The response indicates that the red snow is caused by red algae and explains that large quantities of the red algae must be on the snow for it to appear red.
- 1 point = The response indicates that the snow is caused by red algae, but it doesn't explain that large quantities of the red algae must be on the snow for it to appear red.
- 0 points = The response is incorrect, illogical, unclear, or blank.

Mathematics Sample Item Answers

1. 
2. \$2.40 (with correct work shown)

Scoring Rubric

- 2 points = The student writes the correct answer and shows correct method to arrive at solution.
- 1 point = The student writes correct answer, but does not show correct method, OR the student shows correct method, but has a computational error.
- 0 points = The student writes an incorrect answer and shows incorrect or no method, OR the student does not attempt the problem.

Science Sample Item Answers

1. Liquid M cannot form a solution with these four liquids.

2. Scoring Rubric

- 4 points = Addresses all parts of the task appropriately. Provides clear evidence of the student's knowledge, concepts, process skills, and/or representations to meet the intent of the task. May contain errors that do not detract from the overall correct completion of the task. Clearly communicates the student's scientific thinking.
- 3 points = Addresses most parts of the task appropriately. Provides adequate evidence of the student's knowledge, concepts, process skills, and/or representation to meet the intent of the task. May contain errors that do detract from the overall correct completion of the task. Adequately communicates the student's scientific thinking.
- 2 point = Addresses some part(s) of the task appropriately. Provides some evidence of the student's knowledge, concepts, process skills, and/or representations to meet the intent of the task. Contains an attempt to accomplish some part of the task with some success. Inadequately communicates the student's scientific thinking.
- 1 point = Minimally addresses some part(s) of the task appropriately. Minimally provides some evidence of the student's knowledge, concepts, process skills, and/or representations to meet the intent of the task.
- 0 points = There is no evidence of scientific knowledge that is appropriate to the intent of the task.

Social Studies Sample Item Answers

Grade 4

1. the Constitution

Grade 5

1. Scoring Rubric

- 3 points = Response reflects an in-depth understanding of what caused the Dust Bowl in the Midwest and what happened to the people who lived there.
- 2 points = Response reflects a general understanding of what caused the Dust Bowl in the Midwest and what happened to the people who lived there.
- 1 point = Response reflects a minimal understanding of what caused the Dust Bowl in the Midwest and what happened to the people who lived there.
- 0 points = Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.

Possible Correct Responses:

- Part a: A drought began in the 1930s. Farmers kept plowing and planting hoping for rain. The wind picked up dry soil that had nothing to hold it down. The dust coated everything on the farms and towns. There were fierce dust storms. Dust blocked doors and some people had to climb out of windows to shovel the dust away. The Midwest became known as the “Dust Bowl” because of these conditions.
- Part b: A combination of drought (lack of rain), high winds, and poor soil conditions due to improper farming techniques (over farming and erosion due to lack of plant life...) caused conditions in the picture.
- Part c: Because this occurred during the Depression, money was tight, and government help had not begun, many farmers (in Oklahoma and other places) lost their mortgaged farms and had to leave. They headed west to California, looking for work they thought was there.

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